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| **English 110 Composition 1** | | |
| **Time Allotment 50**  **(Minutes)** | **Lesson Phase** | **Details** |
| **5** | **Introduction**  Set a pur pose. Introduce the topic with a grabber and information to get students thinking. Make the learning relevant. | ePortfolio Development: Display, Storage and Archive  Teacher will lead discussion on common storage places for important papers, school work and family mementos: The manilla envelop. |
| **5–10** | **Foundation**  Check on previous learning. Clarify key points of the coming lesson, including standards, goals, and objectives, building background knowledge and key vocabulary. | **Quick discussion of the grabber.**  Because of the rapidly changing nature of digital documents, there is a problem with portability.  **Goal:** To access alternatives to traditional writing spaces in which to compose, display and collect composition artifacts.  **Key terms:** ePortfolio |
| **5** | **Brain Activation**  Ask questions; clarify; provide additional background knowledge. Perhaps include a brainstorm activity on the topic to check learning. | The concept of the ePortfolio might considered as a way to address the problem of portability of valued, personal documents and other information. |
| **10–15** | **Body of New Information**  Build background knowledge, lecture, and introduce key new points of understanding, correcting misconceptions. Read text; complete whole-class problems; conduct class discussion. | Successful development of ePortfolio for this course will consist of the four artifacts:   1. Twine Autobiography 2. Game Concept/Prototype 3. Performance Poetry Video 4. ePortfolio |
| **5–10** | **Clarification**  Provide sample problems and situations. Pose questions to move students toward independent work. | Evaluation:  The successful completion of these four pieces will be the basis of course evaluation with eed ach piece representing 25% of course grade. Each component will be graded according to a rubric designed by teacher. |
| **5–10** | **Practice and Review**  Students work with teacher and whole class, in small groups, or with a partner to clarify learning. | Additional contents of ePortfolio: An essay of introduction should also be included among the artifacts in the ePortfolio. |
| **10** | **Independent Practice**  Students practice on their own. Begin homework. Struggling students get additional practice. | Teacher will respond to any questions related to the ePortfolio requirement. |
| **5** | **Closure**  Connect the lesson details together. Answer questions and respond to wholeclass difficulties. | Review key concepts and significance of topic.  Students will respond on “Go Pass” with comments on any aspect of the lesson. Briefly summarize what they have learned (if anything). What was useful, etc. Teacher collects Go Pass as class exits. This feedback serves as assessment for planning future instruction. |